

# THE INFLUENCE OF VIDEO MEDIA AND POWER POINT UTILITIES TO THE LEARNING INDEPENDENCE ON ISLAMIC EDUCATION SUBJECT AT SINJAI SENIOR HIGH SCHOOL

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**Abstract:** This research was ex post facto applying a quantitative methodological approach and a scientific approach in psychology. There were 61 Respondents in this study obtained by proportional cluster random sampling and collected through a questionnaire. The instrument was analyzed using descriptive and inferential statistics. The statistical hypothesis testing results from F\_count analysis of 0.025 and  $p\text{-value} = 0.000 < 0.05$  means that  $H_0$  is rejected and  $H_a$  is accepted. It indicated an effect of students' perceptions on utilizing video and PowerPoint media with students' independent learning in PAI subjects in class XI SMA Negeri 6 Sinjai. It means a simultaneous (simultaneous) influence on students' perceptions of using video and media PowerPoint with independent learning. This study implies that Islamic Religious Education Learning was very complex in increasing students' learning independence. As anticipation, a more precise learning process was needed.

**Keywords:** Psychology, Islamic, Religious, Education

## INTRODUCTION

Media is an intermediary tool between educators and students in delivering learning materials. Media has many varieties, such as visual media, audio, audiovisual, and so on. Determining a media to be used in a lesson, educators should pay attention to the basic concepts of learning and several other aspects such as strategies, methods, student circumstances, and the learning environment.

Among the media in question are video media and *power point*. Theoretically, video and *power point* media are defined as media that have the ability to be both seen and heard, for example sound films, videos, television, and the like. In the learning process, students can understand the material taught by educators with their respective learning styles. There are three learning styles of students, namely audio, visual, and kinaesthetic. Educators must be smart and careful in choosing the media used in learning, so that learning is carried out in accordance with what is expected. Mistakes in choosing media will have an impact on students, for example in the classroom there are many students with visual learning styles but educators use audio media or vice versa. The emphasis of the media used here is the use of video and *power point media* in the PA I learning process.

At first glance, it shows that the learning system at SMA Negeri 6 Sinjai is still inadequate, especially in the use of video media and *power points* for PAI learning, the results of observations and interviews conducted by researchers with Class XI students of SMA Negeri 6 Sinjai, researchers found

findings on the tendency of perceptions students to PAI subjects that this lesson is identical to learning that is dense in material and reading. This is what tends to make students less enthusiastic and even quickly feel bored following the lesson. In fact, when learning is carried out in groups, sometimes only certain students are involved in intra-group discussions and most of the others just don't seem to want to do activities in groups so that learning has not yet reached the context of active, innovative, creative and fun learning.<sup>1</sup>

So, the presence of this media is nothing but to present messages in a clearer and more tangible form to facilitate students and educators in learning. With the media, limitations of space, time and senses can be anticipated, for example related to government policies that recommend social distancing to avoid the spread of an epidemic virus, then learning that is limited in space can still take place with online classes.

Most of the aspects of the students can be seen when the PAI learning process takes place, when the educator gives material about PAI learning, students pay less attention to the material presented by the educator, as a result, the skills, independence, and knowledge of students in PAI learning are low. Students tend to be passive in participating in the PAI learning process, students look lazy in doing homework (PR), often don't pay attention to the teacher when explaining lessons, don't even feel at home in class so they often ask for

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<sup>1</sup>Rafiani (50 years) *Guru Pendidikan Agama Islam SMA Negeri 6 Sinjai, Wawancara, Sinjai*, 01 January 2021.

permission to leave class, students are less independent. it can be seen when educators give evaluations to students, when students work on questions, students mostly look at books, students see friends' answers, students discuss, there are even students who make small notes this is because students are less confident with the results. what they do, besides that if the educator is unable to attend, the educator gives assignments but students do not do the assignments given by the educator on the grounds that they do not understand how to do the questions given by the educator. Students only receive learning from educators without students trying to work on the questions given by the educator first, from the explanation above it can be seen that there is a lack of independence of students in the learning process.

Based on initial observations at SMA Negeri 6 Sinjai, the author sees PAI educators using relatively monotonous teaching methods, which are more focused on the lecture method, this is what causes students to become passive. The impact of this method or method is that students are less active, feel bored and bored when PAI learning takes place. Apart from the problems in above there is another problem, namely the lack of availability of facilities and infrastructure as practical materials in PAI learning. As the author sees, educators who teach at SMA Negeri 6 Sinjai in class XI even though the educator already has an undergraduate educational background, the method or teaching method applied by educators is fairly monotonous, namely by using the lecture method and not so interested in using media as a supporting

tool. the course of the learning process, especially on the use of video media and *power point media* .

In the initial observations that the author made, it showed that the PAI learning outcomes of class XI students of SMA Negeri 6 Sinjai were still low, if an educator was able to provide knowledge, introduction, and application of the applicable curriculum and by developing existing materials by utilizing technological factors of both digital audiovisual learning media or conventional, it is assumed that students will be able to achieve maximum learning outcomes. Based on the background of the problem above, the problems in this study were identified as follows: the availability of supporting facilities and infrastructure for PAI learning, students' motivation and interest in PAI learning, low student responses to PAI learning, teaching and learning atmosphere in PAI learning, the effect of using video media and *power points* to increase the independence of eye students PAI lessons in class XI SMA Negeri 6 Sinjai.<sup>2</sup>

## **THEORETICAL FRAMEWORK**

### **1. Definition of Video Media**

media word " Based on the origin of the word, namely from Latin, namely *medium* which literally means intermediary or introduction. " In *Arabic* , the medium is an intermediary ( **وَسِيْئَة** ) or an introductory message from the sender to the recipient of the message. The medium by which it can be "

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<sup>2</sup>Rafiani (50 years) *Guru Pendidikan Agama Islam SMA Negeri 6 Sinjai, Wawancara, Sinjai*, 01 January 2021.

interpreted as an intermediary between the sender of information who functions as a source (*resources*) and the recipient of information ( " Receiver " ). The medium plays a role in bridging the procedure of delivering and sending messages or information. <sup>4</sup>Other sources say that this term is used to describe anything that carries a message from a source to a recipient of information. <sup>5</sup>Media is an intermediary used to communicate information, which in this case is learning material, to other people or in education to students.

The word media literally means "intermediary" or "introduction." *The Association for Education and Communication Technology* (AECT) defines media, namely all forms used for a process of distributing information. While *the Education Association* (NEA) defines as objects that can be manipulated, seen, heard, or discussed along with instruments that are used properly in teaching and learning activities and can be influenced by the effectiveness of instructional programs. The definition that the author can conclude is that the notion of media is something that is able to channel messages and can stimulate the thoughts, feelings of students so that it can encourage students' learning processes. <sup>6</sup> Media is an intermediary used to communicate information, which in this

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<sup>4</sup>Benny A. Pribadi, *Media & Teknologi dalam Pembelajaran* (Cet. I: Jakarta; Prenadamedia Group, 2017), p. 36.

<sup>5</sup>Sharon E. Smaldino, Deborah L. Lowther dan James D. Russel, *Instructional Technology and media for Learning*, Terj. Arif Rahman, Teknologi Pembelajaran dan Media untuk Belajar, Edisi Kesembilan (Cet. III; Jakarta: Kencana Prenadamedia, 2014), p. 7.

case is learning material, to other people or in education to students.

Learning media is anything that is used to convey information from the sender to the recipient, so that it can stimulate the thoughts, feelings, and attention of students so that a learning process occurs.<sup>7</sup> Therefore, learning media are various things used by teachers to deliver learning materials to students in the learning process.

In line with this opinion, Hamalik in Arsyad argues that communication relations will run smoothly with maximum results when using a tool called communication media. Meanwhile, Asnawir and Basyiruddin Usman stated that the notion of media is something that transmits messages and can stimulate the thoughts, feelings, and <sup>desires</sup> of the audience (students) so that it can encourage the learning process in them.<sup>9</sup> Meanwhile, according to Djamarah and Zain media are defined as "learning resources".<sup>10</sup>

Description above it can be concluded that learning media is a tool that is used as a learning resource in the learning process so that the message or material conveyed can

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<sup>6</sup>Asnawir, Dkk "Media Pembelajaran" (Cetakan Pertama; Jakarta: Ciputat Pers, 2002), p. 11.

<sup>7</sup>Arief S. Sadiman, dkk., *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*, Edisi Pertama Cet. I; Jakarta: Rajawali Pers, 2014. p. 7.

<sup>8</sup>Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2008), p. 4.

<sup>9</sup>Asnawir dan Basyirudin Usman, *Media Pembelajaran*, p. 65.

<sup>10</sup> Djamarah dan Zain, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2002), p. 138

be well received by students. In other languages, it can be explained that in the teaching and learning process the existence of media is very important in helping educators deliver subject matter in order to achieve learning objectives, the position of the media is quite important in increasing the level of information we remember (70%) compared to learning through the lecture method (20%).<sup>11</sup>

According to Sukiman, learning video media is a set of components or media that is able to display images as well as sound at the same time.<sup>12</sup>

Meanwhile, according to Cecep Kustandi, video is a tool that can present information, explain processes, explain complex concepts, teach skills, shorten or slow down time and influence attitudes.<sup>13</sup>

Arief S. Sadiman stated that video is one type of audio-visual media that displays images and sounds. The message presented can be factual (events, important events, news) or fictitious (such as stories), can be informative, educative or instructional.<sup>14</sup> Daryanto revealed that video media is anything that allows audio signals to be combined with sequential moving images.<sup>15</sup>

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<sup>11</sup>Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: 2007), p. 162

<sup>12</sup> Sukiman, *Pengembangan Media Pembelajaran*, (Yogyakarta: Pedagogia, 2012), p. 187-188

<sup>13</sup> Cecep Kustandi dan Bambang Sutjipto, *Media Pembelajaran Manual dan Digital Edisi Kedua*, (Bogor: Ghalia Indonesia, 2013), p. 64.

<sup>14</sup>Arief S. Sadiman, dkk., *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*, Edisi Pertama Cet. I; Jakarta: Rajawali Pers, 2014. p. 74.



According to Danin Haqien, in utilizing the use of video media , there are two theories that can review these learning activities. *First*, behavioristic theory is one of the theories that discusses the change in a person's behavior based on an experience. This theory emphasizes the formation of behavior that can be seen from the results of the learning process. *Second*, cognitive theory is that individual behavior can be directed through the individual 's point of view and also his experiences in situations that have a relationship with a goal. Because, in individual behavior it is dynamic, it is the dynamic nature that is influenced by the learning process.<sup>16</sup>

The use of video media is supported by the existence of a communication theory that talks about signals where the communication system emphasizes the processing given to the signal, to get a broader perspective in communication theory, Claude<sup>17</sup> takes a radical approach called "*A Mathematical Theory of Communication*". (mathematical communication theory). The idea is: given a message source, how should the message be presented in order to obtain a reliable transmission system over a communication channel that has physical limitations? Shannon was more focused on the message information than the signal. This approach came to be known as information theory. There are three basic

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<sup>15</sup>Daryanto, *Media Pembelajaran Peranannya Sangat Penting Dalam Mencapai Tujuan Pembelajaran*, (Yogyakarta: Gava Media, 2010), p. 88.

<sup>16</sup>Danin Haqien dan Aqilah Afifadiyah, "Pemanfaatan Zoom Meeting untuk Proses Pembelajaran pada Masa Pandemi Covid-19", *Susunan Artikel Pendidikan* 5, no. 1 (Agustus 2020), p. 51.

concepts in information theory, namely the source of information or messages, the source of sound and the recipient of the source. Clarity of Message

Video media students can understand learning messages more meaningfully and information can be received in its entirety so that information will automatically be stored in long-term memory and is retention.

a. Stand Alone (stand alone)

The videos developed do not depend on other teaching materials or do not have to be used together with other teaching materials.

b. User Friendly (friendly / familiar with the user)

Video media uses simple language, easy to understand, and uses common language. Display of information that appears, is helpful and friendly to the user, including the ease of the user in responding, accessing as desired.

c. Content Representation

The material must be truly representative, for example, simulation or demonstration material. Basically, both social and scientific subject matter can be made into video media.

d. Visualization with media

The material is packaged in multimedia, which includes text, animation, sound, and video according to the demands of the material. The materials used are applicable, processed, difficult to reach, dangerous if directly put into practice, have a high level of accuracy.

e. Using high resolution quality

Display in the form of video media graphics made with digital engineering technology with high resolution but support for every computer system spec.

f. Can be used classically or individually

Learning videos can be used by students individually, not only in school settings, but also at home. It can also be used classically with a maximum number of 50 students, it can be guided by the teacher or simply listen to the narrative descriptions from the narrators already available in the program.<sup>19</sup>

Computer-based media choose different functions in the field of education and training, the computer acts as a manager in the learning process known as Computer Managed Instruction (CMI). This mode is known as Computer Assisted Instruction (CAI). CAI supports learning and training, but it is not the main deliverer of the subject matter.<sup>20</sup>

## **2. Strengths and weaknesses**

The advantages and disadvantages of audiovisual media can be seen from the experience of cone milk Dale, as quoted by Arief S. Sadiman, audiovisual media (film and tv) occupy a place with real experience. This means that the possibility of audiovisual media is able to provide a more

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<sup>19</sup> Cheppy Riyana, *Pedoman Pengembangan Media Video*, (Jakarta: P3AIUPI, 2007), p. 8-11.

<sup>20</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2008), p. 82.

concrete learning experience than audio and visual media. <sup>In</sup> addition, this media also has several other advantages, including the following.

1. Clarify the presentation of the material
2. Overcoming the passive attitude of students and the limitations of time and space
3. Improve the sensory senses, memory and comprehension of students, as well as interest and enthusiasm for learning students.
4. Encourage students to be more active and sensitive in responding . <sup>22</sup>
5. Precise and can be watched repeatedly if necessary .
6. Video can accurately describe a process that can be watched repeatedly if necessary .
7. In addition to encouraging and increasing motivation, videos instill attitudes and other aspects of effectiveness .
8. Videos that contain positive values can invite thoughts and discussions in groups of students .
9. Videos can be addressed to large groups or small groups, heterogeneous or homogeneous groups or individuals.

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<sup>21</sup>Arief S. Sadiman, dkk., *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*, Edisi Pertama Cet. I; Jakarta: Rajawali Pers, 2014. p. 8.

<sup>22</sup>Dewi Immaniar Desrianti, et al., "Audio Visual as One of The Teaching Resource on Learning," *Creative Communication and Innovative Technology (CCIT) Journal*, p. 142.

10. Movies that normally take 1 week to speed up can be shown in 1 or 2 minutes.

Besides having two elements, namely sound and image. Other sources mention other advantages of this media, namely as follows.

1. Used classically
2. Used instantly or repeatedly
3. Suitable for presenting directly unrepresentable or harmful material
4. Presenting objects in detail
5. If necessary, this medium can be accelerated or slowed down.<sup>23</sup>

The drawbacks of these media are that the procurement of the tools requires relatively expensive costs, their use cannot be flexibly or can only be done when living in one place, and if educators are less active in playing their role, it is possible for students to only focus on impressions and sound instead of on sound. Theory.<sup>24</sup> Unless you have special skills to be able to revise this media, the equipment must also be complete.<sup>25</sup>

A little discussion about video media, should give educators a little idea about this type of media. It is hoped that they will be able to use the media wisely and wisely, anticipate shortcomings, and optimize strengths to achieve maximum learning outcomes.

### **3. Procedure for Using Video Media in Learning**

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<sup>23</sup> Ayu Fitria, "Penggunaan Media Audio Visual dalam Pembelajaran Anak Usia Dini," *Jurnal Cakrawala Dini*, p. 61.

- a. Teachers must prepare lesson units first, then choose the right video media to achieve the expected teaching goals.
- b. The teacher must also know the duration of the video, both of which must be adjusted to the lesson hours.
- c. Preparing for class, which includes preparing students by providing a global explanation of the content of the video that will be played and the preparation of equipment that will be used for smooth learning.
- d. Follow-up activities, after the video playback is over, the teacher should reflect and ask questions with students to find out the extent of students' understanding of the material.<sup>27</sup>

#### **4. Good Video Criteria in Learning**

According to Arif S. Sadiman et al, the learning criteria that need to be considered in the selection of media are the instructional objectives to be achieved, the characteristics of the students, the type of learning stimulation desired, the background and environmental conditions of the students , the situation of local conditions and the extent of the reach to be served the criteria in the selection of learning media are:

- a. In accordance with the objectives to be achieved. The video media displayed includes instructional objectives that are applied in general referring to one or a combination of two or three cognitive, affective, and psychomotor directions.

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<sup>27</sup> M. Basyirudin Usman dan Asnawir, *Media Pembelajaran...*, p. 97-98.

<sup>28</sup> Arif S. Sadiman dkk, *Media Pendidikan...*, p. 83.

- b. Video media at the MI level must support the content of lessons that are facts, concepts, principles, or generalizations of different media, and require different symbols and codes. In order to help the learning process effectively, the media must be aligned and in accordance with the needs of learning tasks and students' mental abilities.<sup>29</sup>
- c. Attract students' attention. Video technology that is able to attract students' attention will indirectly focus students on learning material that will be meaningful in their long-term memory.
- d. Video media that has the ability to display elements of movement. Learning video programs are widely used to make learning strategies or concepts more efficient and show real situations.
- e. Generating students' emotions towards learning to be more active. Video programs can be used to convey dramatic messages. This ability can be used for learning on the affective or attitude aspects.

### **5. Characteristics of Video Media**

Learning using audiovisual technology is a way of delivering material using mechanical and electronic machines to present audiovisual messages. Audiovisual media has the following characteristics:

1. They usually present dynamic visuals

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<sup>29</sup> Azhar Arsyad, *Media Pembelajaran*, p. 72.

2. They are used in a way predefined by the designer or maker
3. They are physical representations of real or abstract ideas
4. They are developed according to the psychological principles of behaviorism and cognitive
5. They are generally educator-oriented with a low level of student interactive engagement.<sup>30</sup>

One of the important jobs needed in audiovisual media, especially in the use of video media, is script writing which requires a lot of preparation, design and research. At the beginning of the lesson the media must show something that can attract the attention of all students . This is followed by a logical fabrication of the entire program that can build a sense of continuity and continuity and then lead to conclusions or summaries.<sup>31</sup>

## **RESEARCH METHOD**

The type of research used in this study is quantitative research because it consists of three variables, namely video media and *power point* with independent learning to be studied is the influence between these variables so that the type of research includes quantitative research. The research conducted is quantitative research. Quantitative research is research whose data is in the form of numbers and analysis using statistics.<sup>32</sup>

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<sup>30</sup> Azhar Arsyad, *Media Pembelajaran*, p. 31.



This type of research uses the *ex-post facto method*, namely the researcher does not give treatment to the variables studied. In this study, the independent variable ( *independent variable* ) and the dependent variable ( *dependent variable* ) have been stated explicitly, to then be connected as an influence research or predicted if the independent variable has a certain influence with the dependent variable. <sup>33</sup>

## **RESULTS AND DISCUSSION**

Based on the existing data, it can be concluded that 13.1 % of students perceive the use of video media in Class XI SMA Negeri 6 Sinjai in the low category, 77 % in the medium category, and 10 % in the high category. The conclusion from the table above is that the largest percentage of perceptions of the use of video media is in the medium category, namely 47 respondents' answers, 77 % . This means that the perception score of the use of video media for Class XI SMA Negeri 6 students Sinjai medium category.

Based on the categorization data above, it can be concluded that the indicators of students' perceptions of the use of video media related to messages, which are related to facts in the form of events, events, and news and fictitious in the form of stories are in the medium category, which is obtained by the results of research with conditions in the field that the teacher in presenting a material with good use of language in accordance with EBI which is natural and easy to

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<sup>32</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Penerbit Alfabeta, 2009), p. 7.

understand by students, thus obtained categorization of perceptions of the use of video media is in the medium category, which means neither low nor high, so that still need to be improved because excessive use of media in a learning activity will obscure the objectives and content of learning. Therefore, before using this media, you need to understand in advance about the various types of media that can be used in learning activities and their characteristics.

Arief S. Sadiman stated that the indicators of the use of video are images, sounds and messages that can be presented in the form of facts (events, important events, news) or fictitious (such as stories), can be informative, educative or instructional.

This is supported by research conducted by Kusnadi, Hidayat Mariam in his research journal entitled " Use of Video Tutorial Learning Media in Efforts to Improve Students' Learning Independence".

### **1. Perception of using *Power Point Media***

Based on the available data, it was found that 23% of students ' perceptions of using *power point media in Class XI SMA Negeri 6 Sinjai* were in the low category , 67% in the medium category, and 10% in the high category. The conclusion from the table above is that the largest percentage of perceptions of using *power point media* is in the medium category, namely 41 respondents' answers, 67%. This means that the perception score of the use of *power point media* for students in Class XI SMA Negeri 6 Sinjai is in the medium category.

Based on the categorization data above, it can be concluded that the indicators of students' perceptions of the use of video media related to the presentation outline, which are related to interactive are in the medium category, which is obtained from the results of research with conditions in the field that teachers in making presentations are less precise. interesting, less interactive, and not in sequence according to the material, thus the perception categorization of the use of *power point media* is in the medium category, which means it is neither low nor high, so it still needs to be improved again.

*Microsoft Power Point* media that can attract interest in learning so that according to Azhar there are several indicators in PPT media including:

- 1) Using the *Themes Slide*, in which the desired theme is already available, where the color and typeface can be changed to make it more attractive. So that students do not feel bored when they see the material listed on the *slide*.
- 2) Adding pictures, *clip art* or *shapes* that match the learning material while making the slides more character and interesting.
- 3) Adding animation in the presentation makes the percentages come alive, have more character, are interesting, and look more professional.

This is supported by research conducted by Fenia Ahadia Irawati in her This is supported by research conducted by Fenia Ahadia Irawati in her research journal entitled. "The Influence of the Talking Stick Model Aided by Power Point

Media on Independent Learning and Critical Thinking Ability of Students in Elementary School". Then research conducted by Dwi Ismawati showed that learning with video media is effective, interactive, can support distance learning, making it easier for students to absorb learning material delivered by educators because it is more real time.

## **2. Independent Learning of Students**

Based on the available data, it was concluded that 21% of the students' learning independence of Class XI SMA Negeri 6 Sinjai were in the low category, 61% in the medium category, and 18% in the high category. The conclusion from the table above is that the largest percentage of learning independence is in the medium category, namely 37 respondents' answers, 61%. This means that the learning independence score of Class XI students of SMA Negeri 6 Sinjai is in the medium category.

McCardle, describes Zimmerman's opinion on SRL as a collection of processes related to self-confidence and strategies carried out during that phase. According to Familia "Independence in learning can also be interpreted as the ability to think, feel, and do things on their own or not depending on others." This independence of learning is needed by students so that the achievement of learning outcomes can be optimal. Indicators of learning independence. The indicators that are focused on this research according to Fidina, that is: initiative, confidence, and responsibility.

Based on the categorization data above, it can be concluded that the indicators of student learning independence related to self-confidence in terms of being brave are in the medium category, which is obtained from the results of research with conditions in the field that the courage of students to express their ideas in learning is still less visible. In general, the activeness of students to express opinions in front of the class still looks doubtful in general, thus the categorization of learning independence is obtained in the medium category, which means it is not low and not high, so it still needs to be improved again, namely students must always hone from the side. or cognitive, affective and psychomotor aspects as well as getting used to doing exercises in front of a mirror while practicing speaking correctly.

### **The effect of the perception of the use of video media on the learning independence**

Based on the hypothesis test by using a simple linear regression equation test between the perception of the use of video media ( $X_1$ ) on learning independence (Y) of students in the PAI subject class XI SMA Negeri 6 Sinjai, the results of the analysis  $t_{hitung} = 216$  and  $P\text{-value} = 000/2 = 0 < 0.05$  this means  $H_0$  is rejected. Thus, "The perception of the use of video media has a positive effect on the learning independence of students in PAI subjects at SMA Negeri 6 Sinjai". Then the coefficient of determination is obtained ( $R\text{ Square}$ ) of 0.600. To find out the magnitude of the correlation value and the percentage influence of the perception of the

use of video media on the learning independence of students, it can be seen in the *R Square value in the Summary* table of 0.600, which means that the percentage of the perception of the use of video media on the learning independence of students in PAI subjects in class XI is large. 60% of SMA Negeri 6 Sinjai is in the medium category while the remaining 40% is influenced by other factors outside of variables such as learning resources and motivation.

The results were also obtained from the *Regression line*, namely  $F_{hit}(b/a) = 047$ , and  $P\text{-value} = 0.00 < 0.05$  or  $H_0$  rejected and  $H_a$  accepted or the significance was smaller than the specified error level. Thus, the regression model can be used to predict variable X, in other words, there is an effect of perception of the use of video media ( $X_1$ ) on learning independence (Y) of students in PAI subjects in class XI SMA Negeri 6 Sinjai.

This is in line with Muhammad Jibril with the research title "The Effect of Using Audiovisual Media (Video) on Student Interest and Learning Outcomes in Fiqh Subjects in Class VIII at Mtsn 7 Tulungagung" using quantitative methods with systematic influence research, the results are that there is a positive and significant relationship as evidenced by the results of the analysis obtained. The results of the study indicate that by applying audiovisual media (video) it plays a very important role and makes a major contribution to Student Interest and Learning Outcomes in Fiqh Subjects.

If it is associated with the notion of video media itself theoretically, it has been explained that video is a tool that can present information, explain processes, explain complex concepts, teach skills, shorten or slow down time and be able to influence attitudes that are very supportive of students' learning independence in particular . Subjects of Islamic Religious Education and Character . Students who are skilled in managing and using video media will get the desired learning stimuli and are able to arouse students' emotions towards learning to be more active, this media really helps them to understand and solve problems in learning. Therefore, schools really need to provide education, training and inculcation of values and skills about how to use video media in accordance with the instructional objectives to be achieved, the characteristics of students, the type of learning stimulation desired, the background and environmental conditions of students, local conditions and circumstances. broad reach to be served because this has a significant positive effect on students.

According to Danin Haqien, in utilizing the use of video media , there are two theories that can review these learning activities. *First*, behavioristic theory is one of the theories that discusses the change in a person's behavior based on an experience. This theory emphasizes the formation of behavior that can be seen from the results of the learning process. *Second*, cognitive theory is an individual's behavior that can be directed through the individual 's point of view and also his experiences in situations that have a relationship

with a goal. Because, in individual behavior it is dynamic, it is the dynamic nature that is influenced by the learning process.

The use of video media is supported by the existence of a communication theory that talks about signals where the communication system emphasizes the processing given to the signal, to get a wider perspective in communication theory, Claude took a radical approach called "*A Mathematical Theory of Communication*". mathematical communication theory). The idea is: given a message source, how the message should be presented in order to obtain a reliable transmission system through a communication channel that has physical limitations.

The results of this study reveal that a teacher must pay attention to the use of video media in learning with learning criteria that need to be considered in the selection of media in an effort to increase students' learning independence. In addition, the use of audiovisual media aims to develop the cognitive, affective, and psychomotor aspects of students, it can be said that because audiovisual media with moving images and audio can stimulate and attract students' attention to learning. In addition, this media also conveys information while influencing the emotions and attitudes of students.

### **The influence of perceptions of the use of *power point media* on the learning independence**

Based on the hypothesis test by using a simple linear regression equation test between the perception of the use of *power point media* ( $X_2$ ) on the learning independence (Y) of



students in PAI subjects in class XI SMA Negeri 6 Sinjai, the results of the analysis  $t_{hitung} = 099$  and  $P\text{-value} = 000/2 = 0 < 0.05$  this means  $H_0$  is rejected. Thus, "The perception of the use of *power point* media has a positive effect on the learning independence of students in PAI subjects at SMA Negeri 6 Sinjai". Then the coefficient of determination (*R Square*) is 0.612. To find out the magnitude of the correlation value and the percentage of the influence of the perception of using *power point media* on the learning independence of students, it can be seen in the *R Square value in the Summary* table of 0.612, which means that the percentage of the perception of the use of *power point media* on the learning independence of students in PAI subjects is large. 61.2% of class XI SMA Negeri 6 Sinjai is in the medium category while the remaining 38.8% is influenced by other factors outside of variables such as learning resources and motivation.

The results of the study are also obtained from the *Regression line* namely  $F_{hitung}(b/a) = 100$ , and  $P\text{-value} = 0.00 < 0.05$  or  $H_0$  rejected and  $H_a$  accepted or the significance is smaller than the specified error level. Thus, the regression model can be used to predict the X variable, in other words, there is an effect of the perception of using *power point media* ( $X_2$ ) on the learning independence (Y) of students in PAI subjects in class XI SMA Negeri 6 Sinjai.

The results of this study reveal that the use or use of *power point media* is very helpful and facilitates educators and students in achieving learning objectives, although there are still shortcomings from using power point media, educators

or instructors must be able to cover these weaknesses. *Power point* is a software specially designed to be able to display multimedia programs in an attractive, easy-to-use manner manufacture, easy to use and relatively inexpensive, because it does not require raw materials other than tools to store data. what distinguishes presentation media from media in general is that in presentation media the message or material delivered is packaged in a computer program and presented through a serving device (projector). Messages or packaged materials can be in the form of text, images, animations and videos that are combined in a unified whole.

With the media, the theory that supports this is the *information processing theory* , which views that environmental aspects play an important role in learning. Information processing theory as explained by Byrnes views learning as an attempt to process, obtain and store information through *short term memory* and *long term memory* , in this case learning occurs internally within students. . If the stimulus is an input and behavior is an output, then the process that occurs between the two is an information process.

The results of this study indicate that multimedia has several characteristics including having more than one media that is convergent, interactive, independent, in this case it means providing convenience and completeness of content in such a way that users are able to use it without going through the guidance of others and can accommodate students. according to the learning modality, especially for students who have visual, auditive, kinesthetic or other types. Thus,

students are motivated and independent in improving their way of learning.

Purdue underlined that the information process follows the stages of memory, namely *sensory, short-term, long-term*, in retrieving information and then transferring it to be stored and recalled. In addition, according to Reiser and Dempsey, the coding and *retrieval processes* play an important role in cognitive information processing theory. Cognitive information processing focuses on various aspects of learning and how these aspects can facilitate or hinder learning and memory. This theory also emphasizes how using strategies that focus on students' attention, initiative and self-confidence encourage the coding and retrieval process and provide effective and useful learning practices.

### ***Influence of usage perception video media and power point***

Based on the Model Summary table, the value of R square = 0.670 means that the independent variable of students' perceptions on the use of video and *power point media* is able to predict the value of the dependent variable of student learning independence by 67 %, the remaining 33 % is explained by other factors such as teaching skills and interest in learning . The output above also explains that the R number is 0.830. So it can be concluded that there is a sufficient or moderate relationship between students' perceptions of the use of video media and *power point* on the

learning independence of students in PAI subjects in class XI SMA Negeri 6 Sinjai.

Based on the results of processing with SPSS 24 obtained  $F_{hitung}$  by 0.025 , and  $p\text{-value} = 0.000 < 0.05$  or this means that it is  $H_0$  rejected and  $H_a$  accepted. This means that there is an influence on the perception of the use of video and *power point media* with independent learning. This also means that there is a simultaneous (simultaneous) effect on the perception of the use of video and *power point media* with independent learning.

If the behaviorist perspective views learning as an observable change in behavior and the cognitive perspective emphasizes changes in mental processes, according to Fowler in Eggen and Kauchak the theory that is suitable for use in independent learning is the constructivist theory which defines learning as a process of constructing knowledge by students based on their experiences. . What does it mean, it means that learning is not only obtained through the relationship between students and educators or reciprocal relationships but more than that, which can also be done by constructing knowledge through learning experiences with educators, students, and various other learning resources.

The most well-known idea from constructivist theory is that individuals actively construct knowledge through work, namely responsibility, self-confidence and the initiative to solve realistic problems by collaborating with others. The constructivist perspective on knowledge as a subjective (self) interpretation/opinion of experience.

Referring to the various explanations above, it can be concluded that learning is a process of change in humans that is obtained from the environment so that there is an interaction between the stimulus and the environment, learning is a process of activities carried out by someone that produces a new change in behavior as a result of interaction with the environment. because learning is a process so that there are stages that must be passed to arrive at the learning outcomes themselves.

Based on the results of the discussion above, in this study it can be concluded that the perception of the use of video media and *power point* together has a significant influence on the learning independence of participants. educate, in In this case, the perception of the use of video media has a positive and significant effect on learning independence students as well as the perception of the use of *power point media* has a positive and significant effect on the learning independence of students in PAI subjects Class XI SMA Negeri 6 Sinjai.

## **CONCLUSION**

1. Students' perceptions of the use of video media students of Class XI SMA Negeri 6 Sinjai obtained 13.1% in the low category, 77% in the medium category, and 10% in the high category. The conclusion from the table above is that the largest percentage of perceptions of using video media are in

- the medium category, namely 47 respondents' answers 77%
2. perceptions of the use of *power point media* students of Class XI SMA Negeri 6 Sinjai obtained 23% in the low category, 67% in the medium category, and 10% in the high category. The conclusion from the table above is that the largest percentage of perceptions of using *power point media* is in the medium category, namely 41 respondents' answers, 67%.
  3. The independent learning of Class XI students of SMA Negeri 6 Sinjai obtained 21% in the low category, 61% in the medium category, and 18% in the high category. The conclusion from the table above is that the largest percentage of learning independence are in the medium category, namely 37 respondents' answers 61 %.

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